Rodriguez, D., (2009). Meeting the needs of English language learners with disabilities in urban settings. *Urban Education.* 44(4) 452-464. Retrieved from Ebsco database.

The author’s purpose for this article is to promote effective bilingual special education programs. This article reviews the influence of language on teaching and learning. The research consists of four parts: Incorrect placement of students in special education, assessment of English language learners (ELL) with disabilities, developing academic language and multicultural education. (Rodriguez pg.453).

The findings of the research are as follows: the assumption that if a child is bilingual they need to be placed in a special education classroom, being bilingual is not a disability, students who are English language learners have different needs than students who are ELL’s and have a disability, data by Artiles and Kozleski (2007) states students that are ELL’s and come from a low socioeconomic background will be placed in special education classrooms, (Rodriguez pg.454).

It is important to assess students in both English and the native language, to dismiss all bias toward English language learners. Assessment of English language learners will prove they may just have a language barrier not a developmental disability.

The author states it is important for bilingual programs to give instructions in English as well as the native language. Teachers should be able to teach basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) as it relates to students culture. (Rodriguez pg.455). When teaching English language learners with a disability it is important to address comprehension, making it understandable for the student, (Rodriguez pg.456).

Teachers should incorporate multicultural education in the curriculum; teachers should provide various learning opportunities for ELL students. Teachers should be able to teach primary language and secondary language acquisition, activates to incorporate students culture and background to better help them grow. English language learners with disabilities can also take part in such activities.

Author found a need for continued research on effective and successful practices in urban education for English language learners with disabilities. It also shows English language learners with disabilities who participate in bilingual programs show signs of success and achieve in linguistics, academic, and cognitive growth. (Rodriguez pg.461).

The Journal article contained a lot of positive information that would be useful as well as helpful to a teacher who teaches English language learners with disabilities. It gives a lot of insight as to what a teacher should focus on in her student. The teacher should familiarize themselves with the student’s cultural background and recognize the different approaches to help the student succeed academically.

I was able to find similarities between the two articles I chose. Both articles state it is important for the student to know and understand the primary language well so that way they can understand the same information in the secondary language. As a teacher you should also be familiar with the native language and some multicultural aspects from the area the student comes from. It is important to incorporate the student’s culture to assist them in becoming more comfortable with learning the second language.

The article also shows the importance of addressing the learning disabilities and taking responsibility as a school district. It’s important to collect data and keep teachers as well as administrators informed of the data, so proper measures can be taken. It is important to assess students to put them in proper placements. Its imperative to understand not all second language learners have a learning disability, Teachers should all have the training to recognize and assess students and place them where the actually belong.